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ABSTRACT

The purpose of this study was to identify and measure the degree of influence that individuals perceive or believe other persons exercise in terms of educational and vocational decisions. The study examines a number of indicators--such as family, friends, religious leaders, teachers, and counselors--of the relative influence exercised upon the post-secondary vocational and educational plans of 955 Utah high school students. In addition, the study provides data on (1) the weight of various nonpersonal factors that students feel are important in terms of their plans and (2) the relative effectiveness of various media in transmitting information to the students in terms of this life-area. Data were obtained by administering a 68-item questionnaire to students from 15 Utah high schools. Selected to represent a cross-section of all high schools in the state, the schools sampled were divided into 4 categories: Urban, Suburban, Large Rural, and Small Rural districts. Since it was assumed by the research committee that parents would be named by students as having the greatest influence over the students' decisions, the students were asked to have their parents complete a special parent questionnaire. Responses from 256 parents returning completed forms comprise a second part of this study. The data obtained were reduced to a series of tables of responses to specific questions. The Appendix contains the student and parent questionnaires. (LS)

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FINAL REPORT

Project No. 603046
Grant No. OEG-4-7-06304601612

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A STUDY OF FACTORS INFLUENCING THE POST-SECONDARY EDUCATIONAL AND VOCATIONAL DECISIONS OF UTAH HIGH SCHOOL STUDENTS

Edward Lewis Soper
Utah State Board of Education
1400 University Club Building
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Spring 1971

U. S. Department of
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Introduction

It would be a difficult task, indeed, to attempt to identify the ultimate source of influence which affects one man's decisions. Psychologists may presume to make such an identification on an individual basis, but it would be nearly impossible to absolutely identify and weigh the many influences operating on individuals in a large population.

What we can do, however, is to identify and "measure" the degree of influence that individuals perceive or believe other persons exercise over their decisions. We can name those factors individuals say they took into account as they made deliberate choices between alternatives. That is what has been done in this study.

This study provides a number of indicators of the relative influence exercised by various "influencers" upon the post-secondary vocational and educational plans of Utah high school students. It also provides information about the weight of various non-personal factors that students claim to consider in making decisions relating to this area of their lives. And it provides information concerning the relative effectiveness of various media in transmitting information related to this life-area to the students.

The information provided in this report was obtained by administering a 68-item questionnaire, designed specifically for this study, to 955 high school students from 15 high schools in the State of Utah. The schools sampled were carefully selected to represent a cross-section of all high schools in the state, divided into four broad geographic categories: Urban, Suburban, Large Rural and Small Rural districts and schools. These districts and schools, classified by geographic area, are listed in Figure 1, Appendix.

The data obtained on these 955 students was reduced to a series of tables of responses to specific questions, and is provided in the Appendix, by individual school, by geographic area, and as a summary of all schools.

Since the concern of this study is for the transmittal of educational and vocational information to those students who can (and perhaps should) be influenced towards a non-baccalaureate post-secondary education or career, a special section is provided in the Appendix which shows the responses to the items on the questionnaire by only those students who actually have indicated they intend pursuing such post-secondary activities. Those responses made by these "vocational-oriented" students when significantly different from the responses of the "college-oriented" student, are discussed in the text of the report.

Prior to the initiation of the study, the research committee assumed that parents would be named by students as having the greatest influence over the student's decisions. Therefore each student participating in the study was requested to have his or her parent (father or mother) complete a special parent questionnaire. This questionnaire and the responses from 256 parents returning completed forms are presented in the second part of this report.

FACTORS STUDY -- PART I

Utah High School Students

A. Utah High School Students

A total of 955 Utah high school students participated in this study, apportioned among 15 high schools as shown in Figure 1, page 2, Appendix. These students answered a 68-item questionnaire (see Sample Student Questionnaire, Appendix, pp. 3-10).

The student sample within each school was selected so as to be fairly representative of the student body as a whole, although not all school samples were chosen randomly as originally intended. A number of principals objected to the random method, since they felt this would disrupt all, or nearly all, of the classes during the period the questionnaire was to be administered. Thus in about half the schools the sample came from one class each of sophomores, juniors, and seniors; often an English or a Social Studies class. At Highland High School students engaged in individual study in the school cafeteria during three morning periods were asked to complete the questionnaire; thus the Highland sample should not be considered representative of the school.

Between 6 and 20 individual students were interviewed personally in about half the schools in an attempt to isolate certain important factors, and to provide in-depth information about the student body and particular factors which might influence students' responses. Where this information is relevant it is included in the body of the report.

Student Questionnaire: Background Information on Participating Students

A series of 10 questions were asked of each student concerning his own background. The responses to these 10 questions are presented below.

1. Question 7: Grade in school

	Number	% of sample
Tenth (Sophomore)	351	36.8
Eleventh (Junior)	279	29.2
Twelfth (Senior)	324	33.9
Unknown	1	--

2. Question 8: Sex of respondent

Response	Number	Per cent
Male	458	48.0
Female	495	51.8
No response	2	.2

3. Question 9-10: School subject in which student reports getting highest grades during high school years.

Subject area rank	Per cent of respondents by educational plans College-oriented	Vocational-oriented
1	English (21.7)	English (14.9)
2	Math (13.6)	Other (11.4)
3	Science (12.1)	Phys. Ed. (11.1)
4	Social Studies (9.5)	Business (10.3)
5	Phys. Ed. (9.5)	Home Econ. (9.5)
6	Other (8.5)	Shop (8.8)
7	Athletics (7.5)	Athletics (8.4)
8	Home Econ. (5.6)	Math (7.6)
9	Shop (3.1)	Social Studies (6.5)
10	Languages (3.1)	Science (5.7)
11	Business (3.0)	Languages (3.4)
12	Voc. Ag. (1.4)	Voc. Ag. (1.9)

4. Question 11: Grades as reported by students.

Average grades during high school	Per cent of respondents by educational plans College-oriented	Vocational-oriented
"Failing"	0	1.1
"D"	1.9	10.6
"C"	16.5	55.1
"B"	53.9	27.5
"A"	26.4	2.0
Calculated grade-point average, by group	3.06	2.22

Comment: Note that the average grade reported by the student who indicates intentions of going to a "trade or vocational institution" are significantly lower than those of the student who plans on "going to college for a bachelor's degree or more". In addition, the vocational-oriented student does his best work in classes more related to his vocational interest; the college student, on the other hand, does best in the "hard" subjects -- or at least enrolls in them more often than in more "vocational" subjects. Though both groups do best in English classes, Math, Science and Social Studies appear to differentiate well between the two types of students. Whereas these three courses rank 2nd, 3rd, and 4th among college-bound students, with a total of 35.2 per cent reporting their best grades in the three, the same courses rank 8th, 9th, and 10th among vocational students, and only 19.8 per cent report getting best grades in them.

5. Education completed by parents, as reported by students.

A. Reported education level completed, all parents (% only)

Level attained	By Father	By Mother
College graduate or higher	24.7	13.4
Other post-secondary degree	8.4	9.1
Some post-secondary education, but no degree	10.9	16.0
High school graduation only	27.6	38.3
Less than high school	16.3	14.6
Unknown, no response	12.0	8.6

B. Comparison of reported education level completed, all parents, parents of "vocational-oriented" students, and parents of "college-oriented" students.

Combined levels	Fathers'			Mothers		
	All	Voc.	Coll.	All	Voc.	Coll.
At least some post-secondary education.	44.0	36.7	47.8	38.5	27.5	44.0
High school education or less.	43.9	51.1	39.8	52.9	61.4	48.7

Comments:

1. Reported educational levels of fathers: Though a little over one-third of the fathers of "vocational-oriented" students were reported to have pursued some form of higher education, nearly one-half of the fathers of "college-oriented" students were reported to have done so, and though over half of the fathers of the former were reported to have ended their education with up to a high school diploma, less than two out of five of the latter's fathers were reported to have done so.

2. Reported educational levels of mothers: Though only a little over one out of four of the mothers of "vocational-oriented" students were reported to have pursued some form of higher education, better than two out of five of the mothers of "college-oriented" students were reported to have done so, and though over three out of five of the formers' mothers were reported to have a high school education or less, less than one-half of the latters' mothers were reported in this category.

Conclusions:

1. The reported educational level achieved by parents of students who indicate an intention to pursue some form of vocational education following high school is significantly lower than the reported educational level of parents of students who indicate an intention of attending a "baccalaureate" institution.

6. Professional affiliations of father (Question 66).

Father reportedly belongs to:	Per cent
A trade union (does not include agriculture)	13.7
A professional association	18.5
Neither of above	42.6
Unknown, no response	25.1

No significant differences were found between figures reported by college-bound and vocational-oriented students.

7. Income level of family (Question 67).

Reported annual income range	All	College	Vocational
Below $7,000	10.1	8.8	12.6
Between $7,000 and $15,000	38.3	42.7	29.4
Above $15,000	15.8	17.4	12.6
Unknown	35.8	33.3	40.5

Reported family income in the families of students who are college-bound was somewhat higher than that reported in the families of the vocational-oriented student. On the basis of the responses of each group, it is probable that the annual income of the families of college-bound students is between 10 and 20 per cent higher, on the average, than that of families of vocational-oriented students.

8. Employment of parents (Questions 68, 69).

Employment category	Per cent of all respondents for Father	Mother
Unemployed	1.9	3.0
Self-employed[1]	7.9	49.3
Business, sales	13.6	10.4
Skilled labor[2]	28.5	13.5
Professional[3]	16.4	5.4
Service	4.0	10.4
Unskilled labor	12.9	3.5
Farm	5.9	0.1
Retired, deceased	2.6	0.3
Unknown, no response	6.4	4.1

Note: Vocational-oriented students report more of their parents engaged in the less-skilled employment areas such as unemployed, self-employed, business, farm, and unskilled labor than do college bound students (46.9 per cent versus 37.0 per cent, respectively). At the same time, fewer of the fathers of vocational-oriented students are employed in skilled and professional occupations than the fathers of college-bound students (39.3 per cent versus 47.2 per cent, respectively).

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[1]Nearly all "self-employed" mothers are housewives.

[2]"Skilled labor" for mothers refers to clerical occupations.

[3]"Professionals" are those whose occupations generally require a degree and some type of professional certification or accreditation.

Part I-B: Student Questionnaire, Study Data

A. Educational plans of Utah High School Students.

a. Question 12: "I am probably going to . . ."

Response	Per cent
1. Graduate from high school	97.0
2. Not graduate, no response	3.0

b. Question 15: "After I graduate I will probably . . ."

Response	Per cent
Go to college for at least a bachelor's degree.	43.0
Obtain a two-year or technical or other degree.	23.2
Obtain more education, but not a degree.	6.4
Don't know if I will go on for more education.	18.3
Not be going on for more education.	7.2

c. Questions 35 and 36: What institution will you probably attend?

Four-year institutions (Per cent of respondents to this question only)

1. Brigham Young University	21.0
2. Southern Utah State	3.1
3. University of Utah	30.2
4. Utah State University	19.7
5. Weber State University	17.4
6. Westminster College	1.0
7. An out-of-state college	8.1

Other than four-year institutions (Per cent of respondents to this question only)

1. College of Eastern Utah	8.1
2. Dixie College	8.1
3. Snow College	14.9
4. Utah Technical College - Provo	12.8
5. Utah Technical College - Salt Lake	13.7
6. Sevier Technical College	2.0
7. LDS Business College	13.1
8. Stevens-Henager College	8.9
9. Other vocational/technical colleges	20.2

Summary: Per cent of students participating in study indicating post-secondary educational plans, by type of institution.

Type of institution	Number	Per cent
Four-year college or university	570	59.7
Junior college	123	13.3
Trade, technical or business college or school	257	26.5

B. Timing and Finality of Decision About Post-secondary Activities.

a. Question 17: "Have you really made a decision yet about what you will do after you leave high school?"

Response	Grade-level composition of responding students			Per cent of all students
	10th	11th	12th	
No decision yet, no thought given.	5.9	1.8	0.3	8.0
No decision yet, little thought given.	9.3	5.0	5.5	19.8
Tentative decision made.	8.1	7.8	24.7	40.7
Firm decision made.	2.6	7.2	19.9	29.7

b. Question 18: "When did you make that decision?"

Responses are given below in matrix form by class in which respondent is now enrolled. Figures are per cent of each class.

Class level of respondent	Year in which student reports decision			
	Before 10th	10th	11th	12th
Sophomores	35.4	64.6	---	---
Juniors	27.9	22.2	49.9	---
Seniors	10.6	15.3	14.1	60.0
All students	31.2	19.8	20.9	28.1

Summary:

The date indicates that the tendency is for students to report having made their "final" decision just recently -- during the year in which the survey was made. This probably means that the "final" decision is really not yet firm -- that it is at least modified as the student obtains more information and gains maturity. It is therefore probable that the decisions reported by seniors are more firm than those reported by juniors or sophomores, and that decisions reported by juniors are more final than those reported by sophomores.

On the whole, however, information obtained in personal interviews with students indicates that the students' basic plans usually do not change appreciably during his high school years -- basic decisions made at the sophomore level are most frequently the same decisions, expanded, modified, or elaborated, that are still in effect when the student becomes a senior. Basic plans are therefore "particularized" during this period of learning and growth; choices are narrowed, and tentative decisions become firm decisions. Thus the information provided by students about their post-secondary plans is very probably correct, especially in general terms. In addition, that information provided by seniors is more accurate than that provided by juniors, etc.

C. Factors students report they consider in making decisions about post-secondary activities.

Students were asked two basic sets of questions about the persons and things they considered in making decisions about their post-secondary activities. The first set concerned the people who reportedly influence their decisions: students were asked, "How much help do you, or will you, receive from the following people as you make up your mind about what you will do after high school?" Though students were given three choices (No help or influence on my decision - Has helped or will help me make that decision, and - Has made or will make that decision for me), their answers are presented below only by the second answer choice, "Has helped or will help me make that decision" (The number of students responding "Has made or will make that decision for me" was in all cases so small -- never more than 5 students out of 955--as to be negligible.)

a. Reported influence of various persons on students' decisions about post-secondary activities, ranked in order of influence.

Person(s)	Per cent reporting influence
Mother	79.7
Father	73.5
Other family member(s)	53.3
Friends (including boy,-girl friend)	49.5
Teachers	44.2
Counselor	35.7
Other adult, non-family (Most frequently a family or personal adult friend; occasionally the name of a person--teacher, boyfriend--selected in a previous response.)	26.5
Religious leader (minister, bishop, priest, etc.)	24.7
Religious teacher (including Seminary)	22.2
Employer	19.2
Coach, gym teacher	11.4
Community leader (only when friend)	5.3
National leader (most frequently related to the draft or military service)	5.3

Summary: Parental and family influence is by far the greatest influence upon Utah high school students, and in addition, family influence is stronger in rural than in urban or suburban areas. A definite positive correlation exists between "rurality" and reported family influence in these decisions. (Rural students report both mother's -- 84.7% -- and father's -- 77.5% -- influence more frequently than do urban students for mother -- 77.3% -- and father -- 68.4%, with large rural area and suburban students ranked between the extremes.)

b. Person reported having the greatest influence on student's decisions about post-secondary activities. (Question 32.)

Person (ranked)	Per cent
Father	27.3
Myself (no one person)	24.5
Mother	17.8
Boy or girl friend	12.4
Other (Students often wrote in "myself" in blank)	6.2
Other family member	6.0
Teacher(s)	3.5
Counselor	1.0
Religious leader	0.2

Summary: Note that three out of four students chose themselves or one of their parents as the "most important" person during the making of post-secondary decisions, with the father most often named as the most influential person.

c. Degree of influence of "most important" influencing person.

Question 33: "I will probably end up doing . . .

Responses	Per cent
"What the person I have named previously wants me to do, because I agree or will agree with their opinion."	35.4
"What the person wants me to do, even though I do not or probably will not agree with their opinion."	3.8
"What I want to do, regardless of what that person says or thinks."	58.0

Summary: The data above seem to indicate, on the one hand, a considerable degree of agreement between parents (named most often as the person having greatest influence,) and at the same time, at least a widespread feeling of independence among the students. Whether or not this latter is actually true, the impression is supported by the responses given by parents on the related parent questionnaire: when asked what factors they consider in making these decisions, more (83%) answer "my child's desires" than any other factor.

d. Type of influence exerted by influencing persons.

Question 34: "The person I have named previously is most in favor of me . . .

Responses	All Students	'Vocational' Students	'College' Students
"Getting a bachelor's or higher degree."	39.8	20.2	49.2
"Getting a degree less than a bachelor's."	9.8	17.6	5.7
"Getting more education after high school, but not a degree."	18.2	27.9	13.2
"Not getting any more education after high school."	2.5	3.0	1.5
"I don't know what that person would like to see me do."	21.8	21.8	21.8

Summary: The responses to this question are most significant. Fewer than one out of five students report post-secondary educational plans that differ from the opinion or influence exercised by the "most important" influencing person (even though, it must be remebered, one out of four named themselves or "no specific person"). In addition, it will be seen that the influence of this person is generally directed specifically towards the educational activity "he" has selected independently. Thus it seems quite unclear where "agreement" ends and "independence" begins.

Note that students oriented towards vocational schools receive much less pressure to obtain a college education than do those who plan to go to college, and correspondingly more pressure to obtain less or no post-secondary education -- or at least this is what they report. Whether this influence actually is exerted or whether believing so is a rationalization employed by the student to justify his own decision, we must remember that over 80% of all students name themselves or a member of their immediate family as the person who exerts that influence. Thus the nuclear family is the locus of decision-making influence as concerning the student's post-secondary educational activities.

We should note also that school personnel (teachers and counselors), though they do exercise some influence over such decisions, do not seem to have very great power to alter a student's choice. Between one-third and one-half of the students interviewed report they consider the influence of these persons, but less than one out of twenty admit any decisive influence from them. Since other questions in the study were concerned with the influence of school personnel, a more complete analysis of their impact will be presented later.

e. Factors students report they consider in making choices between different post-secondary educational institutions.

Students were asked a series of eight questions (with the last being a summary question) about the relative weight of various factors they had considered in choosing a particular educational institution.

The responses are presented below, ranked in order of the factors chosen most frequently as critical to the decision. In addition, the responses of the "vocational" and "college" students are presented when these are significantly different.

Note that percentages given are composite; that is, they reflect the sum of all specific answers to each question which deal with the "nature" of the consideration given each factor. When responses to a specific answer are significantly large in number, comment to this effect is made in parenthesis following the named factor. Otherwise, the reader is referred to the actual data in the appendix, Student Questionnaire, questions 37-46, for more detailed information.

"Why did you decide to go to the institution (you) named above?"

Responses (Factors)	Per cent indicating factor given consideration		
	All Students	'Vocational' Students	'College' Students
Type of school program	65.5		
a. Program		77.9	32.8
b. Social, sports		4.5	16.8
Location of school.	58.0		
a. Distance		33.6	41.0
b. Area location		56.1	82.8
(Location becomes more important with proximity of student to named school)			
Finances. (Per cent reporting no influence)	47.4	(46.9)	(29.4)
Family influence. (Reporting no influence)	39.5	(60.7)	(41.4)
Friendships	31.6		
Grades and scholarship. (Reporting no influence)	25.6	(62.6)	(54.3)
School personnel. (Reporting no influence)	14.7	(77.9)	(65.2)

Summary: Factors related to the school of choice itself were reported as the most important considerations. Though personal influences were earlier reported as being crucial in making the decision as to whether to go on for more education, and what type of school to attend, the choice of a particular school within that context seems to be made on rational and impersonal considerations.

Question 44: "Of all the answers I gave above as reasons for selecting the school I'm going to attend, the following includes the most important reason:"

Factors (ranked)	All	Per cent 'Vocational'	'College'
Program offered by school.	31.4	52.7	24.1
Location of school.	13.9	7.3	18.3
No one particular factor.	11.9	12.6	10.8
Finances.	9.4	9.9	9.1
Grades and scholarship.	4.6	4.2	4.7
Friendships.	4.3	4.6	4.1
Other (not named) reasons.	3.7	5.3	2.9
Family influences.	3.6	1.9	4.8
School personnel influences	0.6	0.4	0.7

Summary: Again it is seen that factors related to the school itself have greater weight when it comes to choices between schools. The family and, most surprisingly, teachers and counselors seem to have very little influence -- school personnel almost no influence, in fact -- about which school a student attends.

Note also that students headed for a vocational school are most concerned about what that school has to offer them. They are much more program-oriented than college students, whereas college-bound students show much more interest in the location of the school.

We might also note that students living in rural areas, especially in the smaller schools (Emery and Gunnison), are more concerned about the type of program offered by a school than their city counterparts. While 80.2 per cent of the rural students said that program was an important factor, the average reported by students at all other schools was 67.6 per cent. It is assumed that when a student lives farther away from the school he will attend, factors other than location are more important in the selection of that school.

Finally, it appears that students listen more to facts than to opinions when choosing a post-secondary school. Friends, family and school personnel combined account for less than one out of ten choices. However, it is obvious that it is almost always a person who provides the student with, or guides him to, the facts he seeks about the school of his choice. But even so, students see their choice as being "rational" -- based on a consideration of what a school has to offer in relation to its location and the cost of going there: students want information -- information about what schools have for them.

f. Factors which might cause a student to change his mind if he is not now planning on pursuing higher education.

Question 45: "If you have not been considering going on for more education, what might cause you to change your mind?"

Factors (ranked)	Per cent (N=440)
Financial aid.	38.3
Parental encouragement.	32.7
Better grades in high school.	10.1
Encouragement from friends.	9.8
Other reasons (various).	9.7
Encouragement from teachers or counselors.	4.3

Summary:

Two-thirds of the students responding to this question report they need (or wish they had) either funds or family moral or other support for higher education.

Those students responding to this question include primarily those who had earlier indicated (questions 15, 16, and 17) that they were undecided about further education, or had decided against it. Many of these students are, of course, sophomores and juniors who will, presumably, receive encouragement from their parents and/or some form of financial aid or a job that will help them pay school expenses when the time comes. However, of the seniors responding, a proportionately higher number still report they need some type of financial help (52.1 per cent versus 32.8 per cent of younger students.) Differences between responses of college-bound and vocational-oriented students are not significant on this question.

Let us note also that though students apparently want encouragement to continue their education, that encouragement will probably be more effective the closer is the relationship of the student to the person doing the encouraging. Again we see the nuclear family emerging as the major influencing force, with the school relegated to a minor position.

g. Source of information obtained by the student in making post-secondary educational/vocational decisions.

Students were asked to respond to a question which listed ten named information sources for educational and vocational information. In response to this question (nos. 46-56): "Regardless of whether you are going on for more education, going to work, or do something else, have you received any information that has affected or influenced your decision from the following sources?" Though students were able to respond "Yes", "No", or "Don't know or can't remember", only the "Yes" answers are given by per cent.

Source of information (ranked)	All	'Vocational'	'College'
Classes I have taken at school.	66.8	64.1	67.9
Something I have read at school.	34.0	41.6	29.7
Tests I have taken at school.	31.8	26.3	35.7
Something I have read elsewhere.	28.9	37.0	23.4
A visitor from a particular school ("Career" or "College" Day)	25.3	35.9	22.1
A job I have worked at.	24.5	26.7	22.4
Something I got in the mail.	24.5	31.7	21.7
Something I saw on television.	21.8	25.6	22.3
Other (various)	21.0	20.6	21.3
Something I read in the newspaper.	14.7	17.6	12.9
Something I heard on the radio.	12.7	17.6	10.9

Summary:

Here we see that the school suddenly becomes important as a purveyor of information. Two-thirds of the students report receiving information considered in their decisions from school classes, and one-third report receiving information from other sources at school (even though the classes were taught by a teacher, and the information on tests -- and probably the books read -- provided by the counselor). At the same time, the news media seem to have little impact on the student; he does not perceive (or admit to) having received much information from these sources.

An interesting fact brought to light in this series of questions is the interest apparently shown in this type of information by the "vocational-oriented" student. Not only do more of these students report having obtained information from sources they control the use (books, interviews, news media), virtually none of these students failed to respond to the questions. Though non-responders were few in both groups, an average of 3 "vocational" students failed to answer the questions, while an average of 12 "college" students left the answer spaces blank. At the same time, note that the "vocational" students do not respond as well to information which is "forced" on them by the school or others (e.g., classes, tests). This observation is confirmed by the answers given by these same students to question 41, influence of school personnel, already discussed: nearly 78% said the school had no influence on their decisions. It is an anomaly that these students, who apparently are much more interested in getting information about schools and vocations, are the ones teachers and counselors apparently will have a harder time "reaching". However, relatively more of them do respond to written information and the various news media.

h. Desire for more information and course offerings in high school.

Question 61: "I wish I could get more information on . . ."

18

Responses (ranked)	All	'Vocational'	'College'
Jobs, careers, and educational opportunities.	42.0	47.3	39.3
Various jobs or careers.	37.3	30.9	40.6
Educational opportunities.	4.3	6.5	3.2
Neither jobs nor education.	14.9	13.4	15.6

Summary:

It is interesting that "vocational" students are more interested in obtaining career information, which includes information about educational opportunities as well as about jobs, than are the college-bound students.

Question 62: "I'd be most likely to respond to that information (desired above) if it were . . ."

Responses (ranked)	Per cent
Books I could read on my own.	30.8
A visit from a consultant or school official.	26.8
From my parents.	15.2
From my school counselor.	7.7
From my friends.	6.4
From other sources (various).	5.5
From my teachers.	3.5
Something on radio or TV.	1.3

Summary:

Rankings between vocational and college-oriented students were the same. However, the vocational students said they would respond slightly better to information from self-chosen sources (books, interviews, other), and slightly less from parents than college students.

Again we see that specific, self-chosen information is desired; students say they will respond best to "impersonal" sources of information best -- to those "outside", and thus presumably more "objective" sources. They do not want to have it relayed by someone else.

Question 63: "I wish our (high) school offered . . ."

Offerings desired	All	'Vocational'	'College'
More shop or industrial arts classes.	6.1	8.4	4.8
More business or other career-related classes.	16.1	20.2	14.4
A class which would help students make decisions about what to do after high school	34.8	28.2	37.6
All of the above	20.8	23.7	19.3
Neither of the above	11.1	6.9	13.2
Don't know or don't care	9.2	8.8	9.4

Summary:

"Vocational" students are slightly more inclined to want specific vocational or business classes than are "college" students (28.6% versus 19.1%), slightly fewer want a decision-making class (presumably because they want to feel more "independent" than do the college-bound), but they express slightly more interest in increased school offerings (80.5% versus 76.1%).

A majority of all students are interested in a class which would help them make decisions (55.6% total) -- though interestingly not one of the schools surveyed reported offering such a class to more than a few select students; in two schools this information was reported to be available in a social studies course (psychology).

Part 1-C: Students' TV-viewing, radio-listening habits.

a. Question 57: "When do you most often listen to the radio?"

Responses	Per cent
In the mornings before school	15.9
In the afternoon, near suppertime.	14.6
Late in the evenings (after 8 PM).	37.8
On weekends.	12.3
Other ("all the time" usual answer).	12.7
Never or hardly ever listen.	6.8

b. Question 58: "What kind of radio programs do you listen to most of the time?"

Responses (ranked)	Per cent
Rock music	60.3
Popular music	22.3
Country/western music	4.4
All other combined, no response	13.0

c. Question 59: "When do you most often watch television?"

Responses (ranked)	Per cent
Late evenings (after 8 PM).	42.0
Afternoons (4-8 PM).	28.9
Weekend evenings.	11.4
Other times. (including mornings)	2.3
Never or hardly ever watch TV.	15.4

d. Question 60: "What kind of TV shows do you watch most often?"

Responses (ranked)	Per cent
Movies, action, other of same type.	61.0
Comedy shows.	13.4
Music, variety shows.	5.5
Teen shows.	4.8
News, weather.	2.2
Quiz shows.	0.6
Other, no response	12.5

Summary:

This data, supplemented by personal interviews with approximately 80 individual students, shows that students are most likely to be listening to the radio in the evening (usually while doing homework); that they are listening to music, and (from the interviews) that they "tune out" commercials unless these are "pretty spectacular", in the words of one co-ed.

Summary, continued

Fewer students watch television in the evenings, though they are apt to catch certain shows. Those shows most favored by students are, of course, prime-time drama, action shows, or movies. However, a significant number catch "Gilligan's Island", "Lucy", or other comedy shows between 5 and 6 PM -- just before or during supper. Earlier they are with friends or still at school; in the early evening they are busy in the home or with homework, and do not return to the radio or TV until probably past 9 o'clock (except, as stated, for special shows on TV). Very few students watch educational TV.

FACTORS STUDY -- PART II

Parents of Utah High School Students

Introduction

Each of the 955 students who participated in this study was asked to take home a Parent Questionnaire (Appendix, pp. 91-94), which either his mother or father was to fill out and return to school. As might be expected, not all parents returned the questionnaire.

A total of 266 Parent Questionnaires were returned -- 27.8 per cent of those sent home.

Though we do not know exactly whose parents did send back the questionnaire, there are several clues given in the responses of participating parents. Two-thirds of those who returned the questionnaire (65%) were mothers of the student; only 32 per cent were fathers. Also, the educational level parents report for themselves is considerably higher than that reported for them by their children for all parents -- which is even more suspicious when one notes that, in general, the educational level of mothers (who predominate the parent group), is lower than that of all parents combined.

The experience of opinion researchers has been that, in voluntary-response situations such as that given here, the more-educated person is more likely to respond than the less-educated. We may also surmise that the parent who communicates better with, and has a better relationship with his or her child will be more likely to respond.

Thus, although we should not view the findings of this parent study as representative or valid for parents of all Utah high school students, we can derive valuable insights into the opinions of many parents.

A. Background data on participating parents.

1. Relationship of parent to student:

Type of relationship	Per cent of respondents, by area				
	Urban	Suburban	Large Rural	Small Rural	All
Father	28	24	45	33	32
Mother	68	70	55	64	65
Not stated	4	6	0	3	3

2. Per cent of respondents by geographic area

Area	Number of respondents	Per cent of sample
Urban	95	36
Suburban	54	20
Large Rural	62	23
Small Rural	55	21
Total	266	100

3. Educational Level of respondents:

Highest level achieved, as reported by respondent	Per cent of respondents, by area				
	Urban	Suburban	Large R.	Small R.	All
College degree or more	16	17	19	14	16
Two year degree	6	7	5	7	6
Some post-secondary	34	39	24	14	29
High school only	36	26	28	40	32
Less than high school	3	2	21	20	11
Not stated	5	4	3	5	5

Note the significant difference in reported educational level of those parents living in urban and suburban areas as compared to those in the rural areas of the state. These differences can be seen more clearly if we group responses by those who report more versus no more than a high school education.

Education level of parent	Urban	Suburban	Large R.	Small R.	All
More than high school	58	63	48	35	52
Less than or no more than high school	37	31	49	60	43

4. Occupation of respondent, by educational level normally required for stated occupation.

Level of education normally expected for job	Urban	Suburban	Large R.	Small R.	All
College degree	17	13	15	16	15
Higher vocational training	19	20	18	10	17
No special training	19	13	28	25	21
Housewife, other not applicable	39	42	33	42	39
Occupation not stated	6	12	6	7	7

The above job-education categories are only approximate: it is obvious that an "accountant" might receive training at either a university or in a two-year accounting program. In addition, geography often determines the amount of education needed to enter a given position: the accountant might indeed need the four-year (or higher) degree to work as a CPA for a large urban firm; but the lady who is really the bookkeeper for the general store might get by with a high school education. Likewise, an urban secretary might be expected to have a business degree, whereas her rural counterpart might have dropped out of high school to marry the man who is eventually her boss.

Despite these problems, however, note that there is a correspondence between stated level of parent's education by area and type of employment by area. Finally, we might add that the observed differences in job-training categories might also be partly due to variations in the sex of the parent responding.

5. Sex of respondents' child.

Sex of child	Urban	Suburban	Large R.	Small R.	All
Male	43	42	45	51	45
Female	57	58	55	49	55

6. Grade level of respondent's child

Current grade level	Urban	Suburban	Large R.	Small R.	All
Sophomore	44	44	32	33	39
Junior	27	24	35	40	31
Senior	28	33	32	27	30

Note: Though we had observed earlier, in the student section of this study, that the data seemed to indicate a positive relationship between rurality and better parent-child communication and parental influence, the data presented in items 5 and 6 above do not seem to bear out the related assumption that, if this correlation exists, it would also appear as a tendency for more parents of younger students to respond to the survey in Urban and Suburban areas. Note in item 6 above that although more parents of sophomores do respond, the differences are not great, and the percentage of parents of older students responding is neither great nor consistently different by geographic area. We cannot conclude from this data, that older children in urban and suburban areas are any more "alienated" from their parents than are the same age children in rural areas of the state. (On the contrary, the responses concerning parent-child agreement, presented in item c, page 9, are more likely to lead us to the conclusion that agreement is more a matter of education than of geography.)

B. Study Data

1. Expectation of child graduating from high school.

Parent's expectation of child's graduation	Per cent of respondents by area: Urban	Suburban	Large R.	Small R.	All
Will graduate	95	94	95	100	98
Will not graduate	0	3	0	0	0
Unsure, no response	5	3	5	0	2

2. Child-school relationship, as viewed by parent.

Question: "My child seems to . . .

Responses	Urban	Suburban	Large R.	Small R.	All
. . . be enjoying and benefiting from school."	95	92	90	91	93
. . . dislike and get very little out of high school."	5	4	8	7	6
No response, other	0	4	2	2	1

Note: Given the small sample size in each of the geographic areas (an average of 66 respondents per area, and an average of 57 in the rural areas), we can discern no significant differences in parents' evaluation of the school experiences (child-school relationship) of their children: nearly every parent thinks his or her child likes and gets along well in school, and will graduate. This agrees with the finding that students also are generally confident of graduation.

3. Child's post-secondary activity most favored by parent.

Preferred activity	Urban	Suburban	Large R.	Small R.	All
Higher education	96	96	95	100	97
No more education	3	4	5	-	2
No response	1	-	-	-	1

Comment: Note that parents are nearly unanimous in their desire for their child to obtain some type of post-secondary education.

4. Purpose for which child should obtain post-secondary education.

Purpose of higher education	Urban	Suburban	Large R.	Small R.	All
Prepare for a job which requires a B.A. or higher.	43	66	46	54	51
Prepare for a job which requires less than a B.A.	46	24	33	42	38
Self-improvement[1]	5	2	9	2	6
Other reasons[1]	2	2	2	2	2
No response, no more education for my child	4	4	8	-	3

Comment: Parents living in suburban areas tend to be more baccalaureate-oriented than parents living in other areas. This is reflective of the higher general educational level reported by those same parents. It is thus theorized that parents who (1) have had a college education and (2) hold jobs which require a high level of education will be more likely to desire a four-year college education for their children than those parents who (1) have had no education past high school, and (2) hold jobs which do not require more than a high school education. Further data in this study tends to deny the popular notion that "lower-class" parents are so intent on their children having a better life than they have that the parents want their children to go to college.

5. Purpose for a female child's post-secondary education.

Educational rationale	Urban	Suburban	Large R.	Small R.	All
Full-time career	40	35	45	50	42
Supplement family income	22	35	23	30	27
Broaden her background[1]	16	17	8	16	15
Other reasons[1]	22	13	14	4	16

[1]The majority of parents responding to these items offered comments to the effect that education was (1) to help the child be a better person or citizen, or (2) it was "insurance" for a future life.

Comment: Though differences among groups of parents appear to be small, there is evidence that better-educated and more affluent parents (living in suburban-urban areas) see less of a need for a girl to prepare for a career than those who are less-educated and less-affluent.

6. Degree and nature of communication between child and parent re-garding child's post-secondary activities.

   a. Question 12: "Does your child talk to you about what he (or she) will do after high school?"

Responses	Urban	Suburban	Large R.	Small R.	All
We talk frequently	42	52	61	44	49
We talk occasionally	50	41	34	54	45
We seldom talk	6	5	3	2	5
We never talk	1	2	2	-	1

   b. Question 15: "Do your opinions and those of your child about what he (or she) should do after high school agree?"

Responses	Urban	Suburban	Large R.	Small R.	All
Both agree	69	87	67	78	74
Incomplete agreement	20	9	24	14	18
Strong disagreement	-	-	-	-	-
Not sure, no response	11	4	9	8	8

Comment: The great majority of parents indicate that they talk at least occasionally with their child about his or her post-secondary activities, and about three out of four report that decisions reached in this area are mutually agreeable. Further analysis of this question through sorting responses by a reported educational level of the parents reveals that a positive relationship seems to exist between level of education and frequency of reported agreement.

Degree of agreement	Reported educational level of parent	
	More than high school	No more than high school
Agreement	83	67
Disagreement	13	22
Unsure	4	11

Note that the less-educated parents report both more disagreement between themselves and their child, and also more frequent uncertainty about how their desires and those of their child relate. Communication seems to improve with parental education.

It is interesting to note that only one exception to the general relationship between education of parent and degree of agreement with child appears in this study. That exception can be seen if we rank and compare the geographic areas studied by educational level of parents and by degree of agreement with children:

Areas ranked by % of parents obtaining higher education		Areas ranked by % of parents reporting agreement with children	
1. Suburban	(63%)	1. Suburban	(87%)
2. Urban	(58%)	2. Small Rural	(78%)
3. Large Rural	(48%)	3. Urban	(69%)
4. Small Rural	(35%)	4. Large Rural	(67%)

The change in rank of parents in Small Rural areas is significant; the underlying factor relating to degree of agreement between parent and child may be geographic as well as educational. Note below how the differences between degree of agreement and education vary directly with the geographic area of the respondent.

Per cent of difference between educational level of parent and degree of agreement reported, by geographic area

Rank	Area	% of difference
1	Small Rural	123%
2	Large Rural	40%
3	Suburban	38%
4	Urban	19%

It may be, considering the inverse ratio observed of difference between education of parent and degree of agreement with child, that some quality of rural life -- as compared to more "urban" life -- may serve to promote better communication between parent and child. This observation tends to be confirmed (though only weakly so) by the responses we observed above to Question 12 (page 6): Parents reporting occasional or frequent communication with child on career/educational plans.

Rank	Area	% reporting communication
1	Small Rural	98%
2	Large Rural	95%
3	Suburban	93%
4	Urban	92%

The observation and hypothesis set forth above should not, however, obscure the fact that it is the suburban parent who expresses the greatest frequency of agreement with his or her child. This parent also is more likely to be better educated, and because differences between areas are small (note percentages shown immediately above), is almost as likely to discuss the child's post-secondary plans.

7. Factors influencing parent's opinions on child's post-secondary activities or plans.

Introduction

Parents were asked a total of sixteen questions relating to those factors, person or influences which affected their thinking about their child's post-secondary activities. Since geographic differences were, in almost all cases, slight, only the responses for all parents are given. Where geographic differences are significant, note to that effect will be made.

The questions, beginning on the next page, are ranked according to the frequency with which parents reported the named factor as influencing their thinking.

Influencing person or factor	Degree of influence indicated				
	Great	Mild	Little,no	Unsure	No response
1. My child's abilities as he has expressed them to me.	83	10	4	3	2
2. My child's abilities as I have observed them.	73	19	3	1	4
3. My child's abilities as shown by grades or tests.	53	30	10	3	4
4. Opportunities as job or education might provide for my child to be better off financially than his parents are.	44	24	30	2	3
5. Chance for my child to have more social opportunities and friends.	24	32	42	1	2
6. Our ability to help pay his way through school.	26	27	37	4	5
7. Chance for my child to get a better job than his father has.	32	17	43	3	5
8. Educational tradition in our family.	18	24	50	3	5
9. Scholarships or other financial aid available or not available to him.	22	20	44	7	6
10. Information I have gathered about different schools or jobs from reading the newspaper, listening to the radio, or watching TV.	12	28	51	3	6
11. Information provided me by the high school counselor or a teacher.	16	22	48	5	9
12. Information given me, or comments made by, friends or business associates.	10	26	55	3	6
13. Chance for my child to achieve a better position in the community than we have.	15	18	61	3	3
14. Wishes of other family members	13	11	61	7	8

Rank	Influencing person or factor	Great	Mild	Little,no	Unsure	NR
15.	Opportunity for my child to live in a better part of town than we do.	6	9	76	3	6
16.	Other (included most often reference to "personal growth", good "citizenship," similar responses.)	5	-	2	2	92

Comments

a. The most important cluster of factors which influence parents' plans for their child relate to the child himself -- his abilities and his desires. An average of 90 per cent of all parents -- far more than the next most important set of factors -- say their greatest concern is for the child himself.

b. The next most important set of factors relate to what a job or education will mean to the child in the future. An average of 58 per cent of all parents consider what the activity will mean for the child in terms of opportunities it will present to earn more money, to have more friends, and to "have a better job" than his father.

However, and this may be due to the wording of the questions, when these same considerations -- for more money, higher social standing -- are worded negatively (in terms of the child being "better" than the parents or someone else), then those factors receive the least frequent response of parents. Only 24 per cent of the parents say they want their child to "have a better position in the community than we have" or "live in a better part of town than we do."

c. The third most important considerations relate to the family's finances or tradition. An average of 46 per cent of all parents report that the family's ability to finance further education, the relative availability of financial aid, and educational tradition within the family affected their thinking.

d. The factors which were reported least frequently as having influenced parents' thinking were those related to information received from sources other than the child. An average of 35 per cent of the parent's report having considered information received -- including from the news media and from the counselor or teacher.

We might note here, however, two important considerations reflected in parents' response to the questions relating to the news media and to the influence of school personnel.

(1) Information presented via the news media will reach more parents than it will children. Whereas only 12 to 22 per cent of students report getting information from these sources, 40 per cent of their parents do.

(2) Parents are not generally happy about the school's efforts to communicate information to them. Note that although 38 per cent of the parents do report that such information was considered, nearly half (48 per cent) did not consider it at all, and another 5 per cent were uncertain.

In addition, more parents did not respond to this question than to any other which named a source of influence. Finally, and what appears to be the most significant, parents wrote in more unsolicited comments (no space was provided for comments) to this question than to any other in the entire questionnaire. Of the 48% of parents who reported this factor had no influence on their thinking, one-third added a comment much like that voiced by one mother who said: "The school has never (sic) contacted me about my child!"

Thus at least one parent in seven indicated some degree of dissatisfaction with the school (counselor) for what they consider to be a lack of concern or communication. At the same time, these parents, as well as those who said the school did influence their decision, are saying that they want to work closer with the counselor and teachers in this vital area of their child's life.

Recall that responses in the student section of this study were quite similar (see page 11.)

8. Parent's preference regarding child's future vocation.

Parents were asked to name "one or two careers, jobs or occupations" they would like to see their child enter or prepare to enter. The responses were then categorized by the level of education normally expected for entry-level positions in the particular job stated.

Educational level	Per cent of responses by area				
	Urban	Suburban	Large R.	Small R.	All
1. Vocations for which a college education is usually required.	45	44	38	32	40
2. Vocations for which a "vocational" post-secondary education is available or required	26	37	30	32	30
3. No response, other vocation not requiring post-secondary education	29	19	32	36	30

The responses indicate that a slight majority of parents prefer that their child either not obtain more education related to a future job or career, or that they enter a career field which does not require a college education. However, there is evidence that parents may not realize that vocational education is available in other than a four-year college.

When responses to this question (concerning parent's preference for the child's future job) are checked back against the same parent's preference for the student's post-secondary education, we find that only 28 per cent of the answers correspond. In other words, 72 per cent of parents select a job for which the type of school they prefer does not effectively prepare a student.

The most common tendency was for parents to indicate a desire for their child to go to college, but hope that, if a boy, he would become a mechanic (or other similar "vocational" career), or if a girl, she would be a secretary (dental assistant, etc.). However, there were frequent cases where a parent wanted the child to attend a vocational institution, with the hope he or she might be a teacher or an engineer.

Though it appears that parents are not as aware of the type of training now offered by either universities or vocational institutions, and though we must admit that universities do train mechanics and secretaries, it is still evident that the university exerts a magnetic appeal for the parent.

Remember that it is the parent who most frequently influences the student's basic decision concerning the type of post-secondary education he or she will obtain; it is only the particular institution that the student chooses more or less on his own. It is thus theorized that unless the parent can be convinced that the vocational institution can offer more to the student in terms of potentially achieving his life's goals, it will be very difficult to convince students they should attend a vocational institution in preference to a university. At the same time, it should be relatively easier for universities to attract students to their own vocational offerings, since parents are already sold on the idea of their child attending "college."

It is further theorized that vocational institutions do not need to be terribly concerned about their "image" within the student group itself: students appear to be much more rational, and almost cold-blooded, about the school they will attend. Once the student gets the "green light" from his parents about vocational schools he then deliberates his choice between programs offered. These schools and programs are apparently well-accepted within the student community.

9. Parents' preference for manner of disseminating vocational and educational information by state and institutions.

Parents were asked the question: "How might the State Board of Education, employers, or institutions of higher education best inform you of vocational and educational opportunities that are available to your child?"

Though parents were allowed to select a first, second and third choice from among 9 listed alternatives (including an open-ended alternative), only the average total response to each alternative is listed in the figures presented on the following page. The alternatives are ranked by the frequency of selection.

Question 35-37: "How might the State Board of Education (and others) . . . best inform you of vocational and educational opportunities available to your child?"

Order of choice by frequency of response	Per cent responding by area				
	Urban	Suburban	Large R.	Small R.	All
Provide child with classes to help him make career choices.	25	25	30	25	27
Send home information from school.	18	19	15	20	18
Have personal interview with school counselor.	17	14	17	18	17
Send information in mail.	14	13	15	15	14
Publish a book or pamphlets I could read.	7	9	11	8	8
Not interested in finding out about this.	6	9	1	3	5
Publish articles in the Newspaper	7	8	4	2	5
Advertise or announce on television	2	2	6	3	3
Provide information on the radio	1	1	1	1	1
Other	5	0	1	0	1

Summary

a. Parents want information to be personalized -- to apply to the needs they recognize in their child.

b. Parents want the school to handle information regarding vocational and educational opportunities for their child. Students and parents alike want the school to offer a course or unit which will help the student make rational and wise decisions about his or her future.

c. Parents and students alike do not think the present counseling program of most schools is meeting the student's needs. One girl said: "I can never seem to get an appointment to see the counselor. I wish I could get information on (colleges and vocations) . . ., but the counselors are too busy to talk. We need more counselors and more people who care in our school." Counselors are seen as too busy sorting, registering, analyzing, meeting, or interpreting to actually sit down and talk to students about their ideas and plans. Many students reported the counselor did not listen -- he or she just talked.

d. Students want teachers to be more concerned about them as individuals, and spend more time relating their subject matter to the "real world" -- the world the student will live in. They want teachers to put subject matter in a vocational context and explore career opportunities in that area.

Summary, continued

e. Both students and their parents are waiting for the school to show more concern in involving them in making decisions about the student's life. Though students and parents may or may not be concerned about being involved in making school decisions, they want to see the school involved in helping children make career decisions.

f. Parents and students are not, in general, very receptive to information which is impersonal, which does not seem to relate directly to the child's needs, and which comes from the news media. Students in interviews report that if such information is presented on the radio or television, it will get through to them best if it (a) uses novel techniques and is "interesting", (b) utilizes "voice appeal" on the radio, or "personality appeal" on television, and (c) uses "catchy" music -- young people apparently do not hear anything which does not include music or special sound effects.

Thus it appears that the major function of the news media is to improve the general image of vocational training, especially among adults, and to project the image of success for the vocational student or graduate. Probably only the school can influence final decisions of children and parents concerning the particular education or training the child should obtain, and it is probably the school recruiter who can best attract students to an institution.

APPENDIX I

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Description of Student Sample

Geographical Classification	District/School	Enrollment	Sample Size	% Sample is of Survey
Urban	Salt Lake/South	1731	37	3.8
	Ogden/Ben Lomond	1711	59	6.1
	Provo/Provo	1892	63	6.5
	Logan/Logan	994	52	5.4
	Murray/Murray	1355	45	4.7
	Totals	7683	256	26.8[2]
Suburban	Alpine/Am. Fork	836	61	6.3
	Weber/Weber	1332	118	12.3
	Salt Lake/Highland[1]	1984	99	10.3
	Davis/Viewmont	1922	154	16.1
	Totals	6074	432	45.2[2]
Large Rural	Box Elder/Box Elder	1921	54	5.6
	Carbon/Price (Carbon)	921	41	4.2
	Sevier/Richfield	449	31	3.2
	Tooele/Tooele	1486	30	3.1
	Totals	4777	156	16.3[2]
Small Rural	Emery/Emery	329	52	5.4
	South Sanpete/ Gunnison	175	59	6.1
	Totals	504	111	11.6[2]

[1]Cottonwood High School, in Granite School District, was originally selected to represent the suburban area of Salt Lake City. However, a district policy prohibiting further research within the district required the selection of Highland as the alternate school serving the "East Bench" area of the city.

[2]The distribution of samples within the survey by geographic area is in approximate agreement with the actual geographical distribution of secondary enrollment within the state: out of a total secondary enrollment of 73,287 students, 15,443, or 21.0% are in the five districts classified as "urban", 35,057, or 47.8% are in "suburban", 13,350, or 18.2% are in "large rural", and 9,437, or 12.8% are in "small rural" districts.

SAMPLE COPY OF
STUDENT QUESTIONNAIRE

Questionnaire Number (Questions 1-6) _____

"A Study of Factors influencing the Post-Secondary Decisions of Utah High School Students - 1971"

_____ 7. My current grade in school is

1. Tenth (sophomore)
2. Eleventh (junior)
3. Twelfth (senior)

_____ 8. I am a

1. Boy
2. Girl

_____9-10. In which of the following subjects have you gotten the highest grades?

1. English, Literature, Grammar
2. Foreign Languages
3. Math
4. Science
5. Social Studies
6. Business classes
7. Shop
8. Home Economics
9. Vocational Agriculture
10. Physical education
11. Atheletics
12. Other - specify:_____

_____ 11. My cumulative or over - all grade point average is about

1. Failing
2. "D"
3. "C"
d. "B"
e. "A"
f. Don't know

_____ 12. I am probably going to

1. Graduate from high school (Skip to question 15)
2. Drop out of high school before graduation (Answer next two questions)

_____ 13. If I drop out of high school it will be because of (only one)

1. Failing grades
2. Personal or family sickness
3. Pressure from a friend or friends
4. Marriage
5. Desire to get a job and earn some money of my own
6. Dislike for school or teachers
7. Desire to get away from my home
8. Other reason - specify:_____

____ 14. If I drop out of high school I will probably

1. Transfer to another school
2. Start working at a full time job that's waiting for me now
3. Have to start looking for work
4. Not need to work
5. Think about getting some vocational training
6. Other - specify:_____
7. Don't know what I'll be doing yet

(IF YOU ARE GOING TO DROP OUT, SKIP TO QUESTION NO. 16)

____ 15. After I graduate from high school I will probably

1. Plan on going through college for at least a bachelor's degree
2. Plan on going to college or other school for less than a bachelor's
3 degree
4. Plan on going to some type of post-secondary school, but not for a degree
5. Don't know yet whether I will go on for more education or not

____ 16. I won't seek further education after leaving high school because

1. I'm tired of going to school
2. I'll be working at a permanent job
3. I'll be learning a trade through an apprenticeship
4. I'll be getting married
5. I'll be joing the military
6. Though I'd like to, I won't be able to afford to go to school again
7. My family needs me at home
8. My family feels I don't need any more formal education
9. Other - specify:_____
10. This question doesn't apply to me

____ 17. Have you really made a decision yet about what you will do after you leave high school?

1. No, I haven't even thought much about what I will do (skip to question 19)

2. No, but I have thought about this quite a bit (go to question 19)
3. Yes, but I'm not too sure about my decision yet (go to question 19)
4. Yes, I have definitely decided what I will be doing

____ 18. If you have made a definite decision about what you will do after leaving high school, <u>when</u> did you make that decision?

1. During my senior year
2. During my junior year, or the summer thereafter
3. During my sophomore year, or the summer thereafter
4. Before I reached my sophomore year

Questions 19 through 33 refer to the following question:

How much help do you, or will you, receive from the following people as you make up your mind about what you will do after high school

Answers:
1. No help or influence on my decision
2. Has helped or will help me make that decision
3. Has made or will make that decision for me

_____ 19. My father

_____ 20. My mother

_____ 21. My boyfriend, girlfriend, or other friends my age

_____ 22. My teacher or teachers

_____ 23. My school counselor

_____ 24. My atheletic coach or gymn teacher

_____ 25. Family members other than my parents

_____ 26. My employer

Answer choices for questions 19-31 (degree to which certain persons have or will influence your decisions concerning what you will do after high school)

1. Has not or will probably not help me with decision
2. Has helped or probably will help me with decision
3. Has actually made or probably will make that decision for me

_____ 27. My minister, priest, rabbi, or bishop

_____ 28. A Sunday School, MIA, or other church teacher or leader

_____ 29. A leader in my community - who? _____

_____ 30. A state or national government or other leader - who?_____

_____ 31. Some other adult - who?_____

- - - - - - - - - - - - - - - - - -

_____ 32. Who is the ONE person who has had or will probably have the greatest influence on your decision about what you will do after high school?

1. My father
2. My mother
3. Some other member of my family
4. My boyfriend or girlfriend
5. My teacher or teachers
6. My counselor
7. My minister, priest, rabbi or bishop
8. Other person - who?_____
9. No one person

____ 33. I will probably end up doing

1. What the person I have named previously wants me to do, because I agree or will agree with their opinion

2. What the person I have named previously wants me to do, even though I do not or probably will not agree with their opinion

3. What I want to do, regardless of what that person says or thinks

____ 34. The person I have named previously (question 32) is most in favor of me

1. Getting a bachelor's or higher degree
2. Getting a degree less than a bachelor's
3. Getting more education after high school, but not a degree
4. Not getting any more education after high school graduation
5. I don't know what that person would like to see me do

NOTE: If you will not be going on for further education after you leave high school, skip questions 35-46

____ 35. Which of the following four-year colleges or universities will you probably attend? (If you are not going to a four-year school, skip to the next question.)

1. Brigham Young University
2. Southern Utah State College (Cedar City)
3. University of Utah
4. Utah State University (Logan)
5. Weber State College (Ogden)
6. Westminster College (Salt Lake)
7. An out-of-state college or university

____ 36. If you attend other than a four-year institution, which of the following will it probably be? (If you are going to a four-year school, skip this question and go on to question 37)

1. College of Eastern Utah (Price)
2. Dixie College (St. George)
3. Snow College (Ephraim)
4. Utah Technical College at Provo
5. Utah Technical College at Salt Lake
6. Sevier Valley Tech (Richfield)
7. LDS Business College
8. Stevens-Henegar Business College
9. Other public or private technical, business or junior college, or type of school (including beauty, nursing, other schools)

NOTE: Questions 37-46 relate to the following question:

Why did you decide to go to the institution you named above?

____ 37. FINANCES

1. I have, or will get, a scholarship or other type of financial aid from that school

2. My parents have agreed to pay all or part of my expenses if I go to <u>that</u> particular school, but no other

3. It will be cheaper to attend there or to live in that community

4. It will be easier to get a job there to help pay my way

5. Other financial reason. What?_____

6. Finances didn't affect my decision at all

_____ 38. LOCATION OF SCHOOL

1. That school is close to my home
2. That school is farther away from my home
3. I just want to live in that area
4. Other. What?_____
5. Location of that school didn't affect my decision at all

_____ 39. FRIENDSHIPS

1. I want to be with friends who attend or will attend that school
2. My boyfriend or girlfriend wants me to go to that school
3. Other. What?_____
4. Friends didn't affect my decision at all

_____ 40. GRADES AND SCHOLARSHIP

1. It will be easier to get into that school with my low grades
2. It will probably be easier for me to earn good grades at that school
3. Other. What?_____
4. Grades didn't affect my decision at all

_____ 41. FAMILY INFLUENCES

1. One or more of my parents want me to go there
2. One or more of my parents insist that I go there
3. Other members of my family want me to go there
4. Members of my family just traditionally go there
5. Other. What?_____
6. My family didn't affect my decision at all

_____ 42. TEACHERS, COUNSELORS, OTHER SCHOOL PERSONNEL

1. One or more of my teachers has said I should go to that school
2. A counselor has said I should go to that school
3. Some other school staff member has said I should go to that school
4. Other. What?_____
5. School personnel haven't influenced my decision at all.

_____ 43. TYPE OF SCHOOL, PROGRAM OFFERED, SCHOOL ACTIVITIES. (On this question, circle every answer that applies to your decision, but write the number of only the most important consideration.)

1. That school offers the specific program or training I want
2. The program or training that school offers is the very best of any of the schools mentioned
3. That is a "Church" school

4. That school has better atheletic teams than the others
5. I'll have more in common with the students that go there
6. I want to join a social group on campus, or participate in a particular type of social activity available there
7. Chances of finding a good husband or wife are best at that school
8. Other. What?_____
9. None of these factors influenced my decision at all.

_____ 44. Of all the answers I gave above as reasons for selecting the school I'm going to attend, the following includes the most important reason:

1. Finances
2. Location of school
3. Friendships
4. Grades and scholarship
5. Family influences
6. School personnel
7. Type of school, programs offered, activities available.
8. Other. What?_____
9. No one special reason more than another

_____ 45. If you have not been considering going on for more education, what might cause you to change your mind? (Most important only)

1. Encouragement from my parents or family
2. A scholarship or other financial aid
3. Encouragement from my friends
4. Encouragement from teachers or counselor
5. An improvement in my grades in high school
6. Other. What?_____
7. Probably nothing could make me change my mind

Regardless of whether you are going on for more education, going to work, or do something else, have you received any information that has affected or influenced your decision from the following sources?

Answer choices: 1. Yes
2. No
3. Don't know or can't remember

_____ 46. Tests I have taken here at school

_____ 47. Classes I have taken here at school

_____ 48. A job I have worked, or now work at

_____ 49. A school visit from a representative of a particular school

_____ 50. The newspaper

_____ 51. The radio

_____ 52. The television

_____ 53. A book or pamphlet I happened to read at school

_____ 54. Material I received in the mail

_____ 55. A book or magazine I read outside of school

_____ 56. Other. What?_____

_____ 57. When do you most often listen to the radio?

1. In the mornings before school
2. In the afternoon or near suppertime
3. Late in the evenings (after 8:00 PM)
4. On weekends
5. Other. When?_____
6. I never, or hardly ever, listen to the radio (Go to question 59)

_____ 58. What kind of radio programs do you listen to most of the time?

1. Rock music
2. Country and western music
3. Popular music
4. Classical music or FM
5. "Talk" shows
6. News programs
7. Other. What?_____
8. I have no preference as to type of program

_____ 59. When do you most often watch television?

1. In the mornings before school
2. In the afternoon or near suppertime
3. Late in the evenings (After 8:00 PM)
4. During the daytime on weekends
5. During the evenings on weekends
6. I never, or hardly ever, watch television (Go to question 61)

_____ 60. What kind of TV shows do you watch most often?

1. Music or variety shows
2. Teen-age shows
3. Movies
4. News
5. Comedy shows
6. Quiz shows
7. Other. What?_____

_____ 61. I wish I could get more information on

1. Various jobs or careers I am interested in
2. Post-secondary educational opportunities or institutions
3. Both of the above
4. Neither of the above

_____ 62. I'd be most likely to respond to that information if it were

1. From my parents
2. From my friends
3. From my teachers
4. From my counselors
5. Something I could read on my own
6. Something on radio or TV
7. A visit from a businessman or campus representative
8. Other. What?_____

____ 63. I wish our school offered

1. More shop or industrial arts classes I could take
2. More business or other career-related classes I could take
3. A class which would help students make decisions about what to do after high school
4. All of the above
5. None of the above
6. Don't know

____ 64. My father or guardian (Select only the highest that applies)

1. Graduated from college
2. Earned a two-year or other non-bachelor's degree after high school
3. Went to a post-secondary college or school, but didn't receive a degree
4. Graduated from high school, but didn't go on
5. Did not graduate from high school
6. Don't know

____ 65. My mother

1. Graduated from college
2. Earned a two-year or other non-bachelor's degree after high school
3. Went to school after graduating, but did not receive a degree
4. Graduated from high school
5. Did not graduate from high school
6. Don't know

____ 66. My father, guardian, or mother belongs to the following:

1. A trade union
2. A teacher's engineer's, doctor's, or other professional society or association
3. Neither of the above
4. Don't know

____ 67. My parent's combined annual income is, or is probably

1. Less than $7,000 a year
2. Between $7,000 and $15,000 a year
3. More than $15,000 a year
4. Don't know

____ 68. Name or describe your father's or guardian's job or occupation:_____

_____

____ 69. Name or describe your mother's job or occupation:_____

_____

SAMPLE COPY OF
PARENT QUESTIONNAIRE

Questionnaire Number_____ (Questions 1-6)

Utah State Board of Education

"A Study of Factors Influencing the Post-Secondary Educational and Vocational Decisions of Utah High School Students"

Dear Parent:

The Utah State Board of Education wishes to improve the quality of information available to you, to your children, and to others concerning post-secondary educational and vocational opportunities. This study, which will involve only a small number of Utah high school students and their parents, is designed to provide basic information on the factors which you and your child have considered or will consider as decisions are made concerning your child's activities after he or she leaves high school.

Please note that although you should not sign this questionnaire, and thus will not be identified in any way personally, it is of the utmost importance to the success of this study that you do answer and return the questionnaire. Your family is one of only 1,000 families in the State (out of 75,000 possible) carefully selected to participate in this study.

Please answer all questions to the best of your ability and return it to school tomorrow with your child. Thank you for your cooperation.

- - - - - - - - - - - - - - - - - - - -

_____ 7. My child is a

1. Boy
2. Girl

_____ 8. My child is in the

1. Tenth grade
2. Eleventh grade
3. Twelfth grade

_____ 9. My child seems to

1. Be enjoying and benefitting from high school
2. Dislike and get very little out of high school

_____ 10. My child will

1. Graduate from high school
2. Not graduate from high school
3. Not sure or don't know

_____ 11. If your child will not, or if you think he or she may not graduate from high school, what do you think is the main reason for not finishing high school? (You may circle or underline any answer you think applies, but write down the number of only the most important reason.)

1. Failing grades
2. Personal or family sickness
3. Financial need
4. Pressure from friends
5. Getting married
6. Can't get along in school
7. Can't stand school in general
8. We want him (or her) to quit
9. He (or she) wants to work
10. He (or she) wants to leave home
11. Other:_____
12. Don't know

_____ 12. Does your child talk to you about what he (or she) will do after high school?

1. We talk frequently about his or her post-high school plans
2. We talk occasionally about this
3. We hardly ever talk about this
4. We never talk about this

_____ 13. Do you think your child should

1. Go on for more formal education after high school?
2. Not go on for more formal education after high school?

_____ 14. If you want your child to obtain more formal education, should that education relate most to

1. A career, job, or occupation which will require a bachelor's or higher degree?

2. A career, job, or occupation which will not require a bachelor's or higher degree?

3. Self-improvement, with no real reference to a job, career, occupation, or other full-time, permanent employment?

4. Other:_____

5. My child will not be going on for more formal education

_____ 15. Do your opinions and those of your child about what he (or she) should do after high school agree?

1. Yes, we both agree about what he (or she) should do after high school
2. No, there is not complete agreement
3. No, we disagree strongly about what he (or she) should do
4. Not sure, don't know

_____ 16. If your child is a girl, and if she does go on for more schooling, should that education

1. Prepare her for a full-time, permanent career
2. Give her career skills she might use to "put a husband through college."
3. Broaden her preparation for her role as a wife and mother, with no expectation that she will ever have to work
4. Other:_____

Which of the following factors have you considered as you thought about your child's educational and vocational future?

Answer choices for questions 17-32:
1. Greatly influenced my thinking
2. Mildly influenced my thinking
3. Had little or no influence on my thinking
4. Don't know or not sure

_____ 17. My child's abilities as shown by school grades or on special tests

_____ 18. My child's abilities as I have observed them

_____ 19. My child's desires as he (or she) has expressed them to me

_____ 20. Opportunities a job or education might provide for my child to be better off financially than his parents are

_____ 21. Chance for my child to get a better job than his father has

_____ 22. Chance for my child to have more social opportunities and friends

_____ 23. Chance for my child to achieve a better position in the community than we have

_____ 24. Our ability to help pay his (or her) way through school

_____ 25. Scholarships or other financial aids available or not available to him (or her)

_____ 26. Educational tradition in our family

_____ 27. Wishes of other family members. Who?_____

_____ 28. Information provided me or my child by the high school counselor or a teacher

_____ 29. Information I have gathered about different schools or jobs from reading the newspaper, listening to the radio, or watching TV

_____ 30. Information given me, or comments made by friends or business associates

_____ 31. Opportunity for my child to live in a better area or part of town than we do

_____ 32. Other:_____

Name one or two careers, jobs or occupations you would like to see your boy (or girl) enter or prepare to enter:

_____ 33. _____

_____ 34. _____

How might the State Board of Education, employers, or institutions of higher education best inform you of vocational and educational opportunities that are available to your child?

Choose three:

_____ 35. 1. By sending home information from school
2. By a personal interview with the school counselor
_____ 36. 3. By providing information on the radio
4. By articles in the newspapers
_____ 37. 5. By advertisements, announcements, or programs on television
6. By sending me information in the mail
7. By providing my child with classes to help him (or her) make decisions about post-high school activities
8. By publishing a book or pamphlets I could read
9. Other:_____
10. I'm not interested in finding out about vocational and educational opportunities available to my child

_____ 38. My relationship to my child is

1. Father or male guardian
2. Mother or female guardian
3. Other family member

_____ 39. My educational background is the following:

1. I earned a bachelor's or higher degree
2. I earned a two-year, a technical, or other post-high school degree
3. I attended a college or other type school after high school, but did not earn a degree
4. I graduated from high school, but did not go on to higher education
5. I did not graduate from high school

_____ 40. My present job or occupation is:_____

APPENDIX II

Student Data (Available on Request)

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